



**THE SPEAKING ABILITY OF THE SEVENTH GRADE STUDENTS  
OF SMP 2 GEBOG KUDUS IN ACADEMIC YEAR 2012/2013  
TAUGHT BY USING GOUIN SERIES METHOD**

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**DEPARTMENT OF ENGLISH EDUCATION FACULTY  
OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
2012**



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**Presented to the University of Muria Kudus**  
**In Partial Fulfillment of the Requirements for Completing the Sarjana**  
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**In English Education**



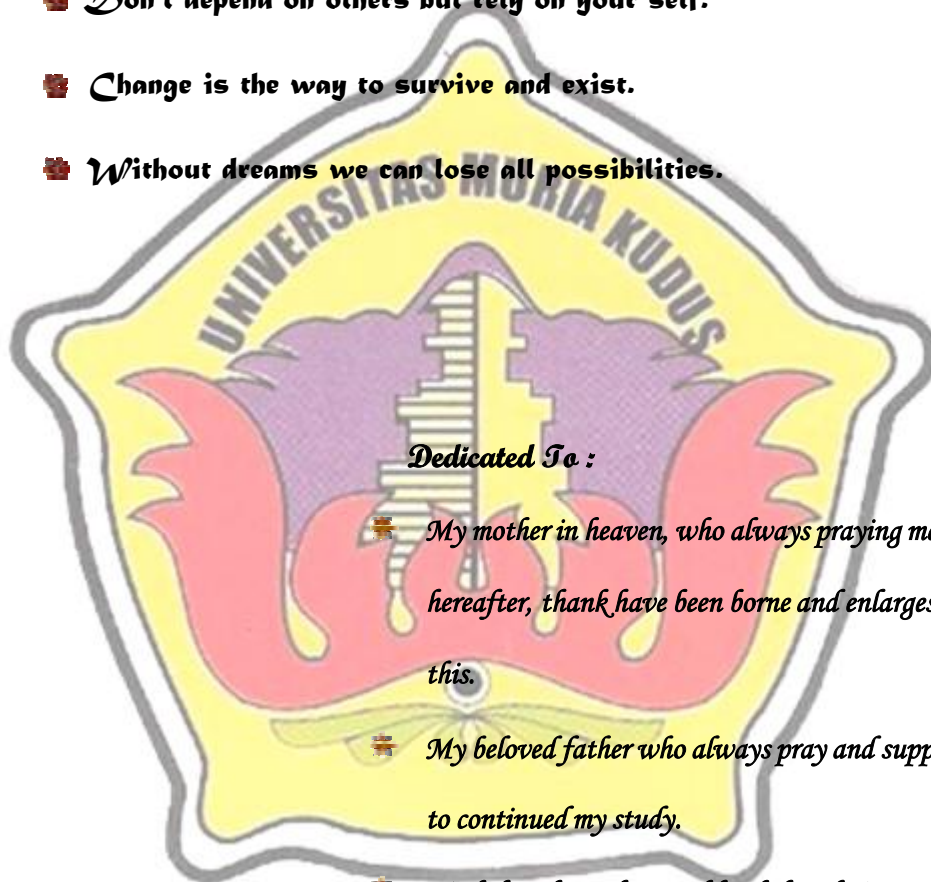
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## MOTTO AND DEDICATION

### **Motto :**

- ✿ ***My mom is my life, my world and my everything.***
- ✿ ***Better late than never.***
- ✿ ***Don't depend on others but rely on your self.***
- ✿ ***Change is the way to survive and exist.***
- ✿ ***Without dreams we can lose all possibilities.***



### ***Dedicated To :***

- ✿ *My mother in heaven, who always praying me in hereafter, thank have been borne and enlarges me like this.*
- ✿ *My beloved father who always pray and supporting me to continued my study.*
- ✿ *My beloved Brothers and her beloved Sisters, thanks for praying and supporting me.*
- ✿ *My beloved Boyfriend who always kind consorting me and help me to finished this skripsi.*
- ✿ *My beloved best Friends.*

### ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Ummu Fatkhiyah has been approved by the skripsi advisors for further approval by the Examining Committee.

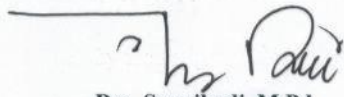
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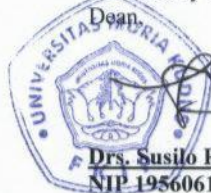
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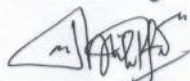
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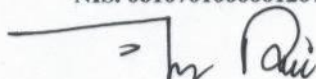
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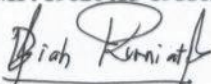
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There is no word which her can say and lays open, except thanks to Allah SWT for the best loves, that gives her the best wishes to write her skripsi entitled “The Speaking Ability of the Seventh Grade Students of SMP 2 Gebog Kudus in the Academic Year 2012/2013 Taught by Using Gouin Series Method”.

This Skripsi is not merely her own work because of having been greatly improved by some great people who suggested and guided the writer by giving some comment and notes to make it better. Therefore, she would like to express her deep gratitude to:

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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. She do expects that this research will be useful for those, especially who are in the field of education.

The writer is very fun and comfortable to study in Muria Kudus University, but I can't stay in campus for long time. She must graduate from UMK and back to home and her must look for work as English teacher like the one my dream and will become to creative teacher, patient and discipline.

Writer,

Ummu Fatkhiyah



## ABSTRACT

Fatkhiyah, Ummu. 2012. *The Speaking Ability of the Seventh Grade Students of SMP 02 Gebog Kudus in the Academic Year 2012/2013 Taught by Using Gouin Series Method. Skripsi.* English Education Department. Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Atik Rokhayani, S.Pd, M.Pd., (ii) Drs. Suprihadi, M.Pd.

**Key words:** ability of speaking, gouin series method

Teaching English consists of four language skills, they are: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as speaking, grammar, pronunciation, and structure. The writer limits the research by choosing one of the aspects in speaking. Speaking is an element of English in teaching learning process in junior school, because speaking influences the ability of students in studying English. Without sufficient speaking, students will get difficulty in doing the examination. Therefore, the teacher should use an interesting method in teaching English so the students have provide attractive in learning English and the students will have more understand in learning English. Gouin series method is kind of interesting method to teach Speak English.

The purpose of this research is to find out the answer from the statement of the problem. The purpose of this research is to find out is there is a significant difference of the speaking ability of the seventh grade students of SMP 2 Gebog Kudus in the academic year 2012/2013 taught by using gouin series method and taught by using grammar translation method (GTM).

The subject of this research is the seventh grade students of SMP 2 Gebog Kudus in the academic year 2012/2013. This research is experimental research. The writer uses design of experimental with control group. The experimental group is used to find out the speaking ability of the seventh grade students of SMP 2 Gebog Kudus in the academic year 2012/2013 taught by using gouin series method and control group is used to find out the speaking ability of the seventh grade students of SMP 2 Gebog Kudus in the academic year 2012/2013 taught by using grammar translation method. The writer used a test as instrument of the research. The form of the test is used was objective test in from a practice in front of the class, the practice consist of one by one student. Before the students practice in front of the class, the students must study short statements to describe a logical sequence of actions which takes place in a specific context-getting up in the morning, a visit the doctor, the telephone.

Based on the analyzing the data, it was found that the speaking ability of the seventh grade students of SMP 2 Gebog Kudus in the academic year 2012/2013 taught by using gouin series method as a method was categorized good. The mean is 83.84 and the standard deviation is 8.37. Meanwhile, the speaking ability of the seventh grade students of SMP 2 Gebog Kudus in the academic year 2012/2013 taught by using grammar translation method (GTM) as

a method was categorized enough. The mean is 68.41, and the standard deviation is 7.09. The calculation of t-test gets result is 7.96 in the level of significant 0.05 and the degree of freedom (df) 62 which is gained from  $N_1+N_2-2$ , t-table is 2.01. It is concluded that there is significant difference in the speaking ability of the seventh grade students of SMP 2 Gebog Kudus in the academic year 2012/2013 taught by using gouin series method and taught by using grammar translation method.

Considering the process and the result of this research, the writer suggests that the teacher should use interesting method in teaching English especially in the speaking ability. One of them is gouin series method as an alternative method in teaching English especially speaking English. In fact, gouin series method can improve the speaking ability and solve students' bored in the classroom. Besides, the students should be more active and easier to understanding the material was given the teacher during teaching learning process.



## ABSTRAKSI

Fatkhayah, Ummu. 2012. *Pengajaran Berbicara Pada Siswa Kelas Tujuh SMP 02 Gebog Kudus. Pada Tahun Ajaran 2012/2013 yang Diajar dengan Menggunakan Metode Rangkaian Gouin*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Atik Rokhayani, S.Pd, M.Pd., (ii) Drs. Supriyadi, MPd.

**Kata kunci:** berbicara penguasaan, gouin metoda rangkaian

Pengajaran bahasa Inggris terdiri dari empat ketrampilan bahasa, diantaranya: mendengarkan, berbicara, membaca, dan menulis. Keempat ketrampilan bahasa tersebut didukung oleh aspek bahasa yang lain seperti berbicara, tata bahasa, pengucapan, dan susunan bahasa. Penulis membatasi penelitiannya dengan memilih salah satu aspek yaitu berbicara. Pengajaran berbicara bahasa Inggris adalah salah satu bagian terpenting didalam pembelajaran bahasa Inggris di dalam mengajar proses pelajaran pada sekolah tingkat SMP, karena berbicara mempengaruhi penguasaan dari para siswa di dalam mempelajari bahasa Inggris. Tanpa berbicara yang cukup, para siswa akan mendapat kesulitan di dalam mengikuti tes. Oleh karena itu, guru itu perlu menggunakan suatu metode pembelajaran yang menarik di dalam mengajar bahasa Inggris sehingga para siswa tertarik di dalam belajar bahasa Inggris dan para siswa itu akan lebih memahami di dalam belajar bahasa Inggris. Metode Rangkaian Gouin adalah jenis metoda yang menarik untuk mengajar berbicara Inggris.

Tujuan dari penelitian ini untuk menemukan ke luar jawaban dari rumusan masalah. Tujuan dari penelitian ini untuk menemukan ke luar di sana adalah suatu perbedaan yang penting dari penguasaan berbicara dari para siswa kelas yang ketujuh SMP 2 Gebog Kudus di dalam tahun akademis 2012/2013 yang diajar dengan menggunakan metode rangkaian gouin dan yang diajar dengan menggunakan metode menerjemahkan tata bahasa (GTM).

Subjek dari penelitian ini adalah para siswa kelas yang ketujuh SMP 2 Gebog Kudus di dalam tahun akademis 2012/2013. Penelitian ini adalah riset bersifat percobaan. Penulis menggunakan desain dari bersifat percobaan dengan kelompok kendali. Kelompok yang bersifat percobaan adalah biasa untuk menemukan ke luar penguasaan berbicara dari para siswa kelas yang ketujuh SMP 2 Gebog Kudus di dalam tahun yang akademis 2012/2013 yang diajar dengan menggunakan gouin metoda rangkaian dan kelompok kendali adalah biasa untuk menemukan ke luar penguasaan berbicara dari para siswa kelas yang ketujuh SMP 2 Gebog Kudus di dalam tahun yang akademis 2012/2013 yang diajar dengan menggunakan metoda terjemahan tata bahasa. Penulis menggunakan suatu test sebagai instrumen dari penelitian. Wujud dari test itu digunakan test objektif di dalam dari suatu praktik didepan kelas; prakteknya berisi oleh satu persatu siswa. Sebelum praktek didepan kelas, para siswa harus itu harus belajar kalimat / ungkapan pendek untuk menguraikan suatu urutan yang logis tindakan-tindakan



yang mengambil tempat di suatu konteks yang spesifik contohnya di suatu pagi, suatu kunjungan dokter, telepon.

Berdasarkan data analysis, ditemukan bahwa penguasaan berbicara dari para siswa kelas yang ketujuh SMP 2 Gebog Kudus di dalam tahun akademis 2012/2013 yang diajar dengan menggunakan metode rangkaian gouin sebagai suatu metode dengan kategori baik. Nilai rata-rata adalah 83.84 dan standar deviasi adalah 8.37. Sementara itu, penguasaan berbicara dari para siswa kelas tujuh SMP 2 Gebog Kudus pada tahun ajaran 2012/2013 yang diajar dengan menggunakan metode menerjemahkan tata bahasa digolongkan cukup. Nilai rata-rata adalah 68.41, dan standar deviasi adalah 7.09. kalkulasi t-test hasilnya adalah 7.96 di dalam tingkatan dari 0.05 yang penting dan tingkat derajat dari kebebasan (df) 62 yang diperoleh dari  $N_1+N_2-2$ , t-table adalah 2.01. itu disimpulkan bahwa disana ada perbedaan penting di dalam penguasaan berbicara dari para siswa kelas tujuh di SMP 2 Gebog Kudus di dalam tahun akademik 2012/2013 yang diajar dengan metode rangkaian gouin dan yang diajar dengan menggunakan metode menerjemahkan tata bahasa.

Dengan mempertimbangkan proses dan hasil dari penelitian ini, penulis menyarankan bahwa seorang guru seharusnya menggunakan metode yang menarik dalam mengajar bahasa Inggris terutama di dalam penguasaan berbicara. Salah Satunya adalah metode rangkaian gouin sebagai satu metode alternatif dalam mengajar bahasa Inggris terutama berbicara Inggris. Faktanya, metode rangkaian gouin itu dapat memperbaiki penguasaan berbicara inggris dan memecahkan masalah siswa yang bosan di dalam kelas. Disamping itu, para siswa perlu lebih aktif dan lebih mudah untuk mengerti materi pembelajaran yang diberikan guru selama proses belajar mengajar.

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